

ROUTLEDGE RESEARCH IN EDUCATION

Theorizing Pedagogical Interaction

Insights from Conversation Analysis

Hansen Zhang Waring



Theorizing Pedagogical Interaction Conversation Routledge

Jean Wong, Hansun Zhang Waring



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Theorizing Pedagogical Interaction Hansun Zhang Waring, 2015-11-06 Pedagogical interaction can be observed through many different landscapes such as the graduate seminar the writing skills center the after school literacy program adult ESL classrooms and post observation conferences By viewing these settings through the lens of conversation analysis this volume lays the groundwork for three principles of pedagogical interaction competence complexity and contingency The author explores these principles and how they inform what makes a good teacher how people learn and why certain pedagogical encounters are more enlightening than others Drawn from the author's original research in various pedagogical settings this volume collects empirical insights from conversation analysis and contributes to theory building *Theorizing Pedagogical Interaction* will appeal to students and scholars in applied linguistics educational linguistics and communication studies who are interested in the discourse of teaching and learning *Classroom-based Conversation Analytic Research* Silvia Kunitz, Numa Markee, Olcay Sert, 2021-03-11 This book presents an international range of conversation analytic CA studies of classroom interaction which all discuss their empirical findings in terms of their theoretical and methodological contribution to the field of second language studies and their potential pedagogical relevance The volume is thus unique in its focus on the theoretical and practical insights of CA classroom based research and on the impact that such insights might have at the pedagogical level from teaching to testing to teacher education Given the growing interest in the pedagogical applicability of CA research this book is a timely addition to the existing literature *Conversation Analysis and Second Language Pedagogy* Jean Wong, Hansun Zhang Waring, 2020-08-03 Now in its second edition this volume offers a strong synthesis of classic and current work in conversation analysis CA usefully encapsulated in a model of interactional practices that comprise interactional competence Through this synthesis Wong and Waring demonstrate how CA findings can help to increase language teachers awareness of the spoken language and suggest ways of applying that knowledge to teaching second language interaction skills The Second Edition features Substantial updates that include new findings on interactional practices Reconceptualized reorganized and revised content for greater accuracy clarity and readability Expanded key concepts glossary at the end of each chapter New tasks with more transcripts of actual talk New authors stories The book is geared towards current and prospective second or foreign language teachers material developers and other language professionals and assumes neither background knowledge of conversation analysis nor its connection to second language teaching It also serves as a handy reference for those interested in key CA findings on social interaction **Conversation Analysis and Language Teacher Education** Olcay Sert, Hansun Zhang Waring, 2025-09-09 Reconceptualizing intervention and change in conversation analytic perspectives this volume not only illustrates actual rather than imagined ways of conducting CA informed interventions in a variety of teacher training contexts around the globe but also documents the impact of such interventions on teacher development The contributors to this volume have intentionally moved CA beyond a

descriptive methodology to recognizing how CA influenced decisions and procedures can and do result in productive changes in teachers interactional and instructional pedagogies A gift to the field of Language Teacher Education this volume offers rich data driven evidence of the material impact of engagement with CA on the professional development of language teachers Karen E Johnson The Pennsylvania State University USA The contributors illustrate how CA based frameworks can help both pre service and in service language teachers sharpen their professional vision and enhance their pedagogical skills making a compelling case for integrating CA into language teacher education while offering concrete guidance for developing teachers interactional awareness and competence This groundbreaking volume will be a key reading in both Applied Linguistics and TESOL programmes Steve Mann University of Warwick UK Conversation Analysis CA should be an integral part of teacher training programs This plea is convincingly made in this new volume After many years of CA studies of classroom interaction it was only a matter of time before CA should enter teacher training programs The reports from the US Sweden Germany T rkiye and Japan in this volume show that that time is now Tom Koole University of Groningen The Netherlands Olcay Sert is Professor of Language Education at M lardalen University Sweden He is leading the M lardalen Interaction Didactics MIND Research Group and is the editor of Classroom Discourse Hansun Zhang Waring is Professor of Linguistics and Education at Teachers College Columbia University USA and founder of The Language and Social Interaction Working Group LANSI

How Emotions Are Made in Talk Jessica S. Robles, Ann Weatherall, 2021-05-12 How Emotions Are Made in Talk brings together an exciting collection of cutting edge interactional research examining emotions and affectivity as social actions The international selection of scholars draw on ethnomethodology and conversation analysis applied to a range of settings including sports workplaces telephone calls classrooms friends and healthcare The aim of the book is to provide new insights into how emotions are produced as social actions in relation to for example encouragement responsibility crying objects empathy joy surprise touch and pain This volume should be of interest to interactional scholars and researchers interested in social approaches to emotion and addresses a range of scholarship across the disciplines of sociology communication psychology linguistics and anthropology

The Routledge Handbook of English Language Teacher Education Steve Walsh, Steve Mann, 2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice

and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education *Storytelling Practices in Home and Educational Contexts* Anna Filipi, Binh Thanh Ta, Maryanne Theobald, 2022-06-30 This book brings together researchers from across the globe to share their work on the micro analyses of storytelling By doing so the book helps to deepen the understanding of and track storytelling practices cross culturally and longitudinally in the home at school and in higher education Through the unique focus on education and learning this book provides a lens with which to identify how children s and adolescents language development and sense of self in storytelling are supported in various contexts the home classroom playground or in the higher education context It explores the work identity and practices of friends teachers and lecturers in teaching learning reflection and supervision Importantly in identifying these practices the book presents opportunities to assist parents and teachers to inform pedagogy in teacher education and to support effective doctoral supervision The focus on storytelling in homes education and for learning and the practical applications of the findings contribute to the ongoing research in both education and conversation analysis Chapter 10 is available open access under a Creative Commons

Attribution 4 0 International License via link [springer.com](https://www.springer.com) **A Pragmatic Approach to Fluency and Disfluency in Learner Language** Maximiliane Frobenius, 2022-11-15 This monograph presents analyses of filled and unfilled pauses cut offs repair discourse markers and other phenomena often referred to as disfluencies in the context of advanced language learners PowerPoint presentations It adopts a multimodal perspective to demonstrate the functions of these elements in interaction Paired with gaze shifts pointing gestures and posture shifts they act as facilitators of joint visual orientation mutual understanding and accountable actions Therefore this volume suggests the name cofluency to reflect their potential functionality Cofluencies are essential elements of multimodal chunks and multimodal patterns and these are building blocks of a multimodal turn taking mechanism for presentations These concepts are illustrated and discussed based on excerpts from naturally occurring classroom data **Storytelling in Multilingual Interaction** Jean Wong, Hansun Zhang Waring, 2021-03-01 Integral to the tapestry of social interaction storytelling is the focus of interest for scholars from a diverse range of academic disciplines This volume combines the study of conversation analysis CA with storytelling in multilingual contexts to examine how multilingual speakers converse and manage various aspects of storytelling and how they accomplish a wide range of actions through storytelling in classroom and everyday settings An original book length endeavor devoted exclusively to storytelling in multilingual contexts this book contributes to broadening the scope of the foundational conversation analytic literature on storytelling and to further specifying the nature of second language L2 interactional competence Designed for pre service and in service second or foreign language teachers students of applied linguistics as well as scholars interested in storytelling this volume explores the cross linguistic nature of generic interactional practices

sheds light on the nature of translanguaging and learner language and provides insights into teacher practices on managing classroom storytelling

Conversation Analysis and Classroom Management Revert Klattenberg, 2022-01-24

Strategies for successful classroom management have been readily available to practitioners for at least half a century. However, despite the vast body of knowledge available, there appears to be a great deal of scope for further research in terms of developing a more detailed understanding of the interactional details of classroom management practices. Drawing on a corpus of 58 hours of video and audio recordings in English as a Foreign Language classrooms in Germany, the book provides a micro-analytical perspective of foreign language classroom management. It contributes to the body of current research by focusing on how foreign language teachers respond to pupils' classroom norm violations using interrogative constructions, i.e. interrogative reproaches. Through a Conversation Analytic investigation of these social actions, the paper provides valuable insights into the details of the in situ production of classroom management strategies and their underlying interactional mechanisms.

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